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United States Department of the Interior
National Park Service

COVER

NATIONAL REGISTER OF HISTORIC PLACES
MULTIPLE PROPERTY DOCUMENTATION FORM

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

__x__ New Submission ____ Amended Submission

A. Name of Multiple Property Listing

Historic and Architectural Resources of the Santa Fe, New Mexico Public Schools

B. Associated Historic Contexts

Development and Growth of the Santa Fe, New Mexico Public School System, 1891-1953

C. Form Prepared by

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D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (___ See continuation sheet for additional comments.)

NM SHPO — August 1, 2001

Signature and title of certifying official — Date

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Edson H. Beall — 9.21.2001

Signature of the Keeper — Date of Action

Table of Contents for Written Narrative

Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

E. Statement of Historic Contexts

Although efforts to establish public schools in Santa Fe date back to the late Spanish colonial and Mexican periods, it was not until 1891 that a city board of education was organized in Santa Fe for this purpose. Over the next six decades the Santa Fe Board of Education oversaw the development of a modern municipal school system. During this period of growth, the facilities that served as classrooms evolved from rented rooms and military buildings to more than fifteen public school buildings scattered throughout the expanding city. The first three decades of Santa Fe's modern public education history were marked by efforts to establish a viable school system with sufficient revenues to construct and maintain a small number of schools. The last three decades of this period, beginning in the mid-1920s, were marked by the effects of expanded state and federal government programs in Santa Fe, especially the development of agencies associated with the New Deal and, later, with Cold War efforts extending to nearby Los Alamos National Laboratory. As the city's population increased, it led to housing shortages and acute overcrowding in the public schools. Accompanying the city's early suburban growth was the construction of several schools, many funded through New Deal and, later, Cold War emergency programs. All of these schools and their additions were designed by New Mexico's leading architects including Gordon Street, W.C. Kruger, and John Gaw Meem, and all employed the regional styles that have become associated with much of the public architecture in Santa Fe and throughout New Mexico. As Santa Fe has continued to grow and the Board of Education has added schools to its system, the community is seeking to preserve some of its older schools and to recognize the role they have played in defining the city's public architecture and educating several generations of its citizens.

Efforts at Public Education Prior to 1891

While a public educational system was not a colonial institution of Spain, some forms of education were carried out in Santa Fe and throughout New Mexico during the colonial period. The Franciscans, whose primary mission was the conversion of the Indians, necessarily sought to instruct their pupils through the teaching of Spanish. In an effort to introduce the Indians to western civilization they also taught various vocational skills such as leatherworking, weaving and metalwork. Although the children of the Spanish colonists were also taught some of those same vocational skills, they had no formal institutions for education.

Many of the documents and government reports that the governmental secretaries and local officials, or *alcades mayores*, prepared, however, offer examples of excellent penmanship and grammar. Some of these bureaucrats were taught in Mexico, but many others learned from tutors who worked in the homes of the wealthy (Jenkins 1977:2). Despite these exceptions, most colonial New Mexicans remained illiterate. Responding to this lack of public educational opportunities, Pedro Bautista Pino, New Mexico's representative to the Spanish *Cortes* of 1810, addressed the issue among the petitions he submitted to Ferdinand VII and the short-lived parliamentary body. In one of his five petitions he pleaded for the creation of a "seminary college of

higher learning and of public schools for the instruction of our youth" for his "forsaken province" (in Jenkins 1977:5).

Despite that Pino returned to New Mexico with little to offer his constituents, a decade later when Mexico signed the Treaty of Cordova and achieved its independence from Spain, the newly empowered local Provincial Deputation enacted a public education law in 1822. Decreeing that municipal governments, or *ayuntamientos*, create primary public schools "as soon as possible, according to the circumstances of each community," by 1825 the law began to achieve results in New Mexico (Woodward nd:3). In October of that year Governor Antonio Narbona notified the *alcaldes* of the territory that Father Juan Felipe Ortiz had been commissioned "to collect voluntary contributions" for schools. He also appointed Father Sebastian Alvarez as superintendent of a school planned for Santa Fe. Although the efforts to solicit voluntary contributions for the school program failed to produce the funds necessary to finance the schools, a decision by the territorial legislature to tax dance halls, contributed to the establishment of about 17 schools by 1827. Among those was a public school in Santa Fe. The school as well as the others throughout New Mexico, however, lasted only for a few years, succumbing to chronic financial shortages.

During these years in which Santa Fe's first efforts in public education occurred, another element that would characterize the history of education in Santa Fe, the private school, also appeared. In 1830 Marcelino Abreu, a leading citizen of Santa Fe, sought to establish a Lancastrian School based upon an English schooling system that dated to the late 18th century. Containing elements that were later included in the American normal school system, the school offered not only basic instruction to students but training in pedagogy so that they were then prepared to instruct other students. Planned as a private endeavor and supported with private donations, Abreu's program marked the appearance of a private educational system. So thorough were Abreu's plans that they provided details for the construction of a school building to accommodate 150 students. While there is no record of the degree to which he realized his architectural plans for the school, Abreu did submit to the *ayuntamiento* in 1830 a list of twelve students who had passed to a higher grade in what he termed "the Public School of Santa Fe" (Jenkins 1977:7).

During the 1830s, further efforts to establish public school in Santa Fe occurred, when in 1836, Governor Albino Pérez abolished the public schools and reestablished them under government supervision, decreeing that all children between the ages of 5 and 12 attend and that boys over 12 were to be apprenticed in some type of trade. To assure attendance, he also threatened that parents who failed to send their children to school could be fined or even jailed. A year later, however, Perez, an outsider whom New Mexicans associated with the conservative effort in Mexico City to centralize the government, was killed in nearby Agua Fria during the Insurrection of 1837, and public schooling in Santa Fe was once again relegated as a secondary issue.

Despite subsequent efforts to restart a public school, including those of Governor Martinez in 1844 in which he brought two instructors to Santa Fe from Europe at his own expense, public education was minimal

when Col. Kearny entered Santa Fe in August of 1846. During his address in 1847 to the first Legislature of New Mexico created under the military government, Donaciano Vigil, called attention to the dearth of schools. Noting that there is "but one public school in the Territory, and that located in the city of Santa Fe, and supported by funds of the county," Vigil described the funding for the school as so little that it had only one teacher (Read: 1911:13).

The Territorial Legislature, created by Congress in 1850, began to address the need for public schools beginning in 1860 with legislation providing for paying teachers fifty cents per pupil per month and establishing a school term extending from November 1 to April1. Three years later, additional legislation created a State School Board comprised of the governor, judges of the territorial Supreme Court and the Bishop of New Mexico. While the composition of the board at first raises questions regarding the separation of church and state, in 1863 it was entirely consistent with the educational role that the Catholic Church, and, soon thereafter, Protestant denominations assumed in the territory. This pattern of sectarianism in public education in New Mexico would continue until the middle of the 20th century when the 1951 Zeller v. Huff case finally barred all members of religious sects from teaching in the state's public school systems (Everett 1984:134).

Soon after his arrival in Santa Fe in 1851, Father Jean Baptiste Lamy sought to promote education in New Mexico. Beginning with his bringing the Sisters of Loretto to Santa Fe in 1852 to open the Loretto Academy for Girls and the Christian Brothers in 1859 to open St. Michael's College, Lamy, by now a bishop, played an active role in promoting English-speaking schools in the territory. By 1871 both Presbyterian and Methodist clergymen had also founded mission schools in New Mexico. Even as the number of public schools grew during the 1870s and 1880s, schools run by the various religions played a significant role in educating New Mexico's youth, particularly in Santa Fe.

The success of these private schools is, in part, attributable to the great difficulty that public education faced during the territorial period. Although the territorial legislature sought to develop institutions its leaders hoped would convince Congress that the territory deserved statehood, its efforts to develop a public education system were sporadic and always poorly funded. In 1872 the legislature enacted a law creating county school boards and funding them with one-fourth of a direct tax on personal and real property as well as a poll tax. Twelve years later, in 1884, the legislature made the office of county school superintendent elective and created a series of school districts with elected directors within each county. It also designated that a three-mill property tax and a poll tax be used to maintain the public school system.

These efforts to provide for public education, however, were offset by measures the legislature rejected, particularly with regard to finding sufficient funding for public education. These shortcomings prompted former State Historian Myra Ellen Jenkins to describe public education within the territory a "dismal situation," pointing to its deficiencies as the reason why the various religious denominations continued to their dominance in education (Jenkins 1977:11). Illustrative of this poor educational environment was the fact that most district

schools were located in rented rooms or in social or church halls. The annual reports of county superintendents during this period often include pleas to both county commissioners and the territorial governor to find adequate funds not only to construct and maintain school buildings but to pay teachers as well.

This unfortunate state of public education persisted through the 1880s. Legislative sessions dominated by those representing the interests of the Santa Fe Ring and other large landowners and land speculators rejected measures offered by Governor Edmund G. Ross that would have helped finance education. While the fear of increased taxes contributed to this resistance against funding public education, the ongoing struggle over the distribution of public monies to support sectarian schools proved to be an equally formidable obstacle.

So dire were conditions that in 1886 educators from throughout the territory met for the first time to organize and work for educational reform. Calling their group the Territorial Educational Association, the forerunner to the New Mexico Educational Association, the group heard Governor Ross present a detailed plan for improving education at the legislature. A few months later, however, the legislature rejected his proposal that would have permitted local districts by majority vote to levy property taxes greater than their pro rata in the general fund to support district schools. It wasn't until 1891 that Ross' successor, L. Bradford Prince, finally succeeded in getting the legislature to pass a new school law. The new law created a board of education with powers to organize and operate a system of schools over the entire territory, provided for the creation of municipal boards of education, and permitted counties and municipal boards of education to issue bonds to finance the building and equipping of schools. Seeking to put the debate to rest regarding the sectarian and public school education, the act also declared that public schools were to be nonsectarian and that all teachers must speak and instruct in the English language.

The Emergence of the Santa Fe Municipal School System

The few available details concerning the early years of the Santa Fe Board of Education show how the board's efforts to establish a viable school system fit within the context of the territory-wide struggle to establish a public education system in New Mexico. The earliest references to public education in Santa Fe during this period in which legislation shaped the structure of public school administration but consistently hobbled its realization through inadequate funding indicate that the capital city's public schools faced a similar experiences regarding lack of funds and insufficient room for classes. Public education in Santa Fe was further hindered because until 1891, when the Santa Fe municipal schools were organized, several county precincts or district schools existed within the environs of Santa Fe.

The county's Precinct 3 School, for example, consisted of a four-room adobe building with a dance hall that the county had purchased in 1876. With few windows and a wood-burning stove, the building was located at the southeast corner of Garcia Street and Canyon Road and served about 90 children. In 1892, the title to the building transferred to the newly established Santa Fe Board of Education, and the school became known as the

First Ward School. By 1905 the board replaced the original building with a two-room, hipped-roof, brick-faced building designed by Issac Hamilton Rapp. This building served students until the late 1920s and is now listed as a contributing property within the Santa Fe Historic District. Similarly, in 1891 children living north of the Santa Fe River in the vicinity of the Plaza were schooled in rented rooms located in back of a home located at 352 East Palace Avenue.

The establishment of the board resulted in efforts to document its activities and the administration of the new municipal school system. By 1896, the board's records listed annually its members, the system's teachers and their salaries, the buildings in which classrooms were located, and the various other expenditures the system incurred. These records reveal a system that during its first decade struggled to find classroom facilities and to retain teachers. They also reveal the role that the city's Catholic schools played in meeting Santa Fe's educational needs. Of the five classroom buildings the board owned only two, the First and Second Ward Schools. High school classes were conducted in a rented space referred to as the University Building located near the city's two small railroad depots. A kindergarten, the results of the efforts of Camilio Padilla, a school board member and proponent of Spanish cultural preservation, was the only one in New Mexico at the time and conducted in another rented building.

Finally, two additional grade school classes were conducted at the Loretto Convent and taught by members of the Sisters of Loretto whose salaries were paid by the Santa Fe Board of Education. Although some members of the territorial legislature continued to criticize the close relationship between the Catholic church and the territory's fledgling public schools, in Santa Fe these cooperative efforts continued the long role that the church had played in the city's education history. Members of the clergy and religious orders were often some of the most education-conscious members of the community and frequently served on local boards of education throughout the 1890s. In Santa Fe, for example, Father DeFouri served as a member of the Santa Fe Board of Education during the board's early years (White 1949:7).

Having survived its first decade relying on rented classroom spaces and a relatively high turnover of teachers, the Santa Fe school system began to achieve a greater degree of stability at the beginning of the new century. Its success was, in part, attributable to the emergence of new leadership and a generous donation of federal land. In 1899 James A. Wood became superintendent of the Santa Fe Public Schools. Born in Ohio, Wood had taught in the Midwest before coming to New Mexico in 1893 when he became superintendent of public schools in Las Vegas, New Mexico. Establishing a precedent in which the board hired subsequent superintendents from similar positions they held in other New Mexico communities, the board hired Wood both as superintendent and high school principal where he later taught mathematics.

During Wood's 13-year tenure as superintendent, the public school system greatly improved its facilities and its financial stability. At the end of his first year in May 1900, the high school graduated its first class with five students receiving diplomas for completing its three-year academic program. A month later, when the

schools closed for summer, over 1,000 persons attended the closing day exercises for a system that had 710 students enrolled and 14 teachers. The exercise was particularly satisfying for Wood, for Santa Fe had survived a smallpox outbreak that winter during which the schools were closed for almost a month.

That same year the school system offered its first Spanish language classes. The hiring of a Spanish teacher came as a result of a trip to Europe by Mrs. Thomas B. Catron, wife of the prominent lawyer, member of the Santa Fe Ring and sometime school board member, who hired a tutor for her boys. When the tutor, Amanda Alonzo, chose to remain in New Mexico, she was hired by the school system where she taught for several years. While foreign language instruction became a basic component of high school curricula during the 1920s, in New Mexico with its large Hispano population the issue of retaining the Spanish language as a means of preserving the cultural heritage had been a matter of constant concern. The school enrollment counts at the turn of the century classified students as to "Spanish-speaking" and "English-speaking," and early accounts in 1891 of the need for a school on the north side of the Rio Santa Fe described the needed school as "for the use of American children" (White 1949:7). Later, during the administration of Governor Octaviano Larrozolo (1919-20), bi-lingualism became an official policy of the state's public education. Offering Spanish in the Santa Fe public schools, however, marked the first time that it was included in a public school curriculum.

With over 700 students enrolled in the public schools, the greatest challenge confronting Superintendent Wood was the matter of overcrowding. Although classrooms with over 40 students were quite common at the turn of the century, Wood realized that in order to modernize the city's education system, including adding courses in manual training and home economics then considered to be part of an up-to-date high school curriculum, new buildings were necessary. Wood further realized that the potential burden of educating children in Santa Fe could become even greater were all of the children in the city to require a public education. This realization stemmed from the information produced each year in the annual school census, which counted all of the school-age children. The 1901 census listed 1,700 children in Santa Fe, a considerably greater number than the 700 that were already overcrowding the public school's limited facilities. Some were enrolled in the various Catholic and Protestant denomination schools, others in the Santa Fe Indian School (founded in 1890 and renamed the Institute of American Indian Arts in 1962). Regardless of where they attended school, Wood understood that the city's public school capacity required expansion.

To fulfill his goal, in 1901 Wood began preparing plans for a new high school as well as replacing the aforementioned First Ward School. The next year Wood and other public school advocates, including Thomas B. Catron, who was then president of the school board, convinced the territorial Legislative Assembly to pass a bill permitting the board to issue $28,000 in bonds. The proceeds of the bond sale were to be used for "erecting a suitable and commodious public school building," an initiative that the local newspaper found to be "in the best interest of the city and the education of its youth" (Santa Fe New Mexican 6/15/03:1).

Fort Marcy Military Reservation

Even as the school board moved ahead to obtain the legislation required to permit it to issue bonds to underwrite its construction project, Wood and the board were undertaking another even more ambitious project. In the long term, this project would influence not only the city's public schools but much of the downtown's pattern of development as well. When Col. Kearny led the Army of the West into Santa Fe in 1846, the army had occupied the old Spanish colonial presidio that included the Governor's Palace and a parcel of more than 17 acres extending north and west of the plaza. Following the occupation, troops had labored for the better part of a year to construct an earthen fort on a mesa overlooking Santa Fe, but the garrison never became occupied nor used to defend the city. Instead, the military's presence in Santa Fe remained limited to the site of the old presidio, which became known as the Fort Marcy Military Reservation in 1868 and continued as a post until it closed in 1894.

Containing the barracks, officers' housing, administrative and housekeeping facilities associated with most army posts, the abandoned reservation in the late 1890s represented an underused 17.3-acre parcel of prime real estate. In addition to attracting squatters, some of the buildings also served as public school facilities. The kindergarten was located in the former post bakery from 1899 to 1907, the high school and grammar classes in the former hospital beginning in 1901, and an elementary school in former barracks. The public school's use of these buildings formalized in July 1901, when the school board passed a resolution requesting that Governor Miguel Otero, the legal custodian of the abandoned reservation, permit the public schools to use them. The board's resolution noted the overcrowded conditions in the schools and its reluctance to seek raising the county's already heavy taxes for more school construction. In return the board offered to maintain the buildings and to operate them at the board's expense.

Encouraged by Otero's assent to the resolution, a year later the board passed a second resolution in which it joined with the city of Santa Fe to request that the President of the United States transfer to the city, and thence to the board, the entire Fort Marcy Military Reservation. Stipulated in the resolution was the provision that "all the use" of the property and "all the income" be used "for the purpose of aiding and assisting in the maintenance and support of the public schools of the City of Santa Fe" (White 1949:31). On April 24, 1903, less than two weeks before he visited Santa Fe where he was greeted by 2,000 children carrying flags and dressed in red, white, and blue, President Theodore Roosevelt signed the proclamation transferring the reservation to the City of Santa Fe. The city then completed the provisions of the resolution, donating the land to the Board of Education.

As a result of this transfer of property, the Santa Fe Board of Education became one of the largest landowners in downtown Santa Fe. Its 17.3-acre parcel was bounded by Washington Avenue on the east, Palace Avenue on the south, Grant Avenue on the west and the southern boundary of the Federal Oval on the north. Although a clarification in the proclamation, changing the designation of Santa Fe from a "town" to a "city" was

not completed until March 1904, the board moved ahead with its management of the land. A committee oversaw the appraisal of the property, valuing the land at $37,000 and the improvements on it at $19,000. Renaming the reservation the Fort Marcy Addition, the board also contracted to have the parcel platted, cutting Marcy Street on an east-west axis through the addition. At the same time the board decided that while it would collect rent from those occupying the old post's buildings and clear and sell other parcels to raise revenues it would retain the northwest quadrant of the parcel as a site for future schools. Not directly related to the history of public education in Santa Fe, the school board's acquisition of the Fort Marcy Reservation and the decisions it made regarding the sale of lots within the addition help to explain much of the history of downtown Santa Fe's development over the 20th century. In particular, it explains how an array of public buildings including the Fine Arts Museum, city hall, and a series of public schools, some now removed, came to be located in the northwest quadrant of the downtown area.

The "New/Old" Santa Fe and Its Public School Architecture

Bolstered by its success in obtaining the former military reservation and legislation permitting a bond referendum for school construction, in April 1903, the board submitted the bond issue to the city's voters. Receiving voter approval, the following year the board contracted with architect Isaac Hamilton Rapp to design a three-story high school and a replacement for the old First Ward School. This practice of contracting with an outside architect established a precedent that the board followed through the early 1950s when the pace of school construction peaked. It reflected a pattern by which many smaller municipal school systems undertook construction projects. During the nationwide school-building boom of the 1920s, school design leaders advocated varying architects so that school designs would avoid a "monotony and too much uniformity" (Moehlman Feb. 1931:92). Based upon the history of contracts into which the Santa Fe public schools entered, it is evident that the board sought to engage a variety of prominent New Mexican architects. While public architecture in Santa Fe after 1912 increasingly sought to evoke regionalism, the designs the various architects used varied, at least until containing costs became a major consideration in the decade following World War II.

In the case of the two projects that Rapp undertook in 1904 and 1905, however, it is evident that regional sensibilities had not yet taken hold in Santa Fe. Rapp, the leading architect in New Mexico during the first two decades of the 20th century, is often referred to as the "creator of the Santa Fe Style." It is a sobriquet well substantiated in projects such as the Gross Kelly Warehouse (1914), the Museum of Fine Arts (1916) and La Fonda Hotel (1920) (Sheppard 1988). With a versatile architectural vocabulary, Rapp also easily worked in other styles into his body of work.

His designs for both the high school and First Ward School reflected his versatility and budgetary pragmatism. Both were modest versions of a hybrid hipped-roof classicism popularized following the Chicago Colombia Exhibition of 1893 with its emphasis on academic classicism (Wilson 1997:78). The more ornate of the two designs was the First Ward School, with an elevated entry and an octagonal tower projecting through the

roof above the entry. The brick faced three-story high school with its faux symmetry employed a T-plan with a relatively complex hipped roof trussing whose front pitch was punctuated by three small hipped gables separated by large chimneys rising from the central furnace located in the basement.

The building contained 11 classrooms located in the basement and on the first and second floors and a teacher's lounge. It also had an auditorium located in the third floor that was popularly referred to as the Assembly Room and served as the site for graduation exercises. At first the high school building also housed some elementary grades, but by 1912 it had become so overcrowded that the board decided to move the high school back to the some of the former military reservation buildings. The building then became an elementary school, renamed Catron School, setting the precedent of naming the city's public schools after a school board member. It remained an elementary school until it was replaced by the opening of Carlos Gilbert Elementary School in 1942. Deemed outmoded and unsafe, the building nevertheless housed some high school classes until it was razed in the late 1940s.

Despite the progress the school system had made with its two construction projects, as 1912 drew to an end and James A. Wood's 13-year tenure as superintendent drew to an end, the matter of overcrowding persisted. With the return of the high school to the former military reservation buildings, the board decided to adapt the former military hospital to serve as the city's permanent high school. To accomplish this, in 1917, it again contracted with I. H. Rapp to prepare plans for remodeling the building.

In the time since his last contract with the board, however, the civic leaders of Santa Fe had undertaken a successful campaign to redefine the city, using an emphasis on regional architecture as one of the principal means of doing so. Recognizing that Santa Fe was stagnating economically as Albuquerque thrived, in 1912 the City Fe City Planning Board undertook an ambitious plan to revitalize the city by initiating a City Beautiful Movement. Unlike other such movements that drew upon Beaux Arts classicism, city leaders decided instead to promote a "New-Old Santa Fe," emphasizing its historic architecture. This official encouragement including design competitions, tax incentives, and public building projects sparked the revivalism that is now referred to as the Pueblo Revival Style (Wilson 1997:121-126). Within a few years several properties located within the former Fort Marcy Military Reservation, including Jesse Nussbaum's U.S. Forestry Service Building (1912), his restoration of the portal fronting the Palace of the Governor's (1912) and Rapp's Museum of Fine Arts had begun to redefine downtown Santa Fe's built environment.

Given this new norm to embrace architectural regionalism, it is not surprising that the design Rapp presented to the board of education in 1917 differed substantially from the two schools he had designed a decade earlier. Taking a relatively mundane building with symmetrically placed single windows and a broadly pitched roof and shed porch, Rapp transformed it into what was then one of the first public buildings in Santa Fe to embody the Pueblo Revival Style. Rapp leveled the pitched roof, added an irregular parapet and periodic buttressing between now enlarged groupings of windows, and gave the building greater visual diversity by

adding stepped entries, suggestive of nearby pueblos. When the project was completed in 1919 Santa Fe's "old-new" high school, renamed Sena High School after the board's president, appeared as an asset in the changing downtown streetscape. Facing west on Grant Avenue just north of Marcy Street, Sena High School served Santa Fe until it was replaced in the 1950s by the building that now serves as the city hall.

According to the minutes of the Santa Fe Board of Education, the decade following the decision to remodel the former military hospital was marked by little construction. This lack of further capital improvements during the early 1920s signified a departure on the school system's part from a national pattern in which much greater attention was being paid to the planning of school buildings. Much of the construction throughout the country sought to eliminate the antiquated schools dating to the turn of the century and earlier. Replacing them became a priority as educators, architects and administrators began to plan school plants "scientifically," establishing standards for lighting, ventilation, heating, sanitation and safety. By the 1930s and the coming of the New Deal, the increased interest in school building standards had led many in the field to view any school building more than thirty years old as outmoded (Weglen April, 1937:39).

By the late 1920s, however, the issue of overcrowding had once again become acute, and the board embarked on another round of school construction that extended through the Great Depression. As early as 1923, the board's Committee on Buildings and Grounds was instructed to begin a search south of the Santa Fe River for property on which a replacement for the First Ward School might be constructed. So overcrowded had that school become that in 1924 the board was forced to rent classroom space from the Union Protective Society at its building on Camino del Monte Sol, a rental that lasted at least three years. By 1926, the need for additional classrooms prompted the board to seek voter approval of a $55,000 bond issue "for the purpose of purchasing school grounds and erecting of school buildings" (White 1949:110). Passage of the bond issue referendum provided the impetus for an ambitious school construction project that added five new buildings to the system between 1926 and 1932.

Turning first to the area of its greatest needs, the board requested various architects to submit applications and costs for designing the new schools. In April 1926, it selected Charles Gaastra to prepare plans for a southside school to be located on land the board had acquired along Don Gaspar Avenue about six blocks south of the Santa Fe River. About the same time it also selected John Gaw Meem and his then partner Cassius McCormick to prepare plans for a new school to be located on upper Canyon Road. Although both Gaastra's and Meem and McCormick's projects were on sites well away from the downtown, both designs reflected the new interest in regionalism. Gaastra, who migrated to Santa Fe in 1916 with a brother seeking to recover from tuberculosis, had been successful in obtaining contracts in Albuquerque, and was contemporaneously designing two public schools there as well as Carlisle Gymnasium at the University of New Mexico. While the public schools in Albuquerque reflected the residual interest in the Mission Revival popularized three decades earlier by the Santa Fe Railroad's depots and Fred Harvey Hotels, in Santa Fe Gaastra rendered a Pueblo Revival

design with small towers, buttressing and multiple planes. The building opened in January 1927 and was named Gormley School after Frank Gormley, president of the board of education.

The Meem and McCormick project farther to the east was completed about the same time. Unlike Gormley School, however, Manderfield School, named after Eugenia Manderfield, another school board member, marked an effort on John Gaw Meem's part to broaden the use of historic regional styles to include elements associated with 19th century territorial design. Meem, who came to New Mexico as a health seeker in 1920, developed a passionate, lifelong interest in the Southwest and became a driving force behind numerous preservation efforts including the Old Santa Fe Foundation and the Historic American Buildings Survey, of which he was regional director.

His appreciation of the region resulted in his design of some of the finest examples of regional revivalism found in New Mexico. The same year that he undertook the Manderfield School project he was also appointed architect for the University of New Mexico as its regents recommitted the school to having a campus reflecting regional building styles. Even as Meem worked within the idiom of the Pueblo Revival he also sought to expand the vocabulary of regionalism to include the 19th century classical elements that had first appeared in the forts constructed by the United States Army and later in some ornate residences and mercantile buildings. With its sharp-edged but varied massing, brick cornice and recessed portal with molded support posts, the Manderfield School marked a first step toward articulating those sensibilities in a public building.

As enrollment figures continued to climb, the school board undertook additional projects. In 1928 it quickly added six additional rooms to the Gormley School. The practice of adding wings to schools began to attract more attention in the late 1920s as school systems found they were struggling to keep up with growing populations, especially in smaller expanding cities and new suburban communities. Beginning in the late 1920s examples of school design's that included incremental growth appeared in the periodical Nation's Schools. Generally these plans began with the construction of a single classroom wing emanating from a core area that housed administrative offices, and often an all-purpose gymnasium/auditorium behind the main entry. Such plans readily lent themselves to adding at least one additional wing that often mirrored the original one (Pickell February 1937:47). These plans were particularly attractive to school boards with constrained budgets because the incremental additions were generally easier to finance.

This practice of school construction that anticipated incremental growth became standard in Santa Fe for the next quarter century. Beginning with the Gormley School, and later with the Manderfield School, and then with all of the elementary school buildings constructed under the New Deal and in the post-World War II decade, adding additions became the means by which Santa Fe addressed the rapid growth of its school population. Faced with the additional need for facilities in 1928, the school board moved ahead with other projects. To augment its bond issue the board also increased its real estate activity, selling more parcels within the Fort Marcy Addition as well as the sites occupied by some of the former ward schools. Dr. Frank E. Mera,

the director of Sunmount Sanitorium, for instance, purchased the former First Ward School building. Many of these transactions were handled by H.H. Dorman, a prominent Santa Fe realtor who had been the chairman of the Planning Board in 1912 that had made the decision to redefine Santa Fe through reviving the use of its historic architectural styles. The proceeds from these sales were then deposited in funds designated for further land purchases in anticipation of the school system's future needs.

In 1928 the board began to consider a new high school, or at least an expansion of Sena High School's facilities. In May it selected George Williamson to draw plans for a new gymnasium/auditorium. Williamson had initiated his career in New Mexico working as an associate for the El Paso firm of Trost and Trost, one of the leading architectural firms in the Southwest in the first quarter of the 20th century. By the late 1920s he was working on his own and had designed school buildings in Albuquerque, the Sandoval County Courthouse, and the President's House at the University of New Mexico, a building rich in Pueblo Revival detailing. The plans that he submitted to the board employed the same style but with a symmetry that he perhaps felt was necessary for such a large institutional building. The new facility named Seth Hall after J.O. Seth, another school board member, included a large gymnasium/auditorium with balconies paralleling each side and additional space for the high school's science and music departments. Although an elaborate steel truss roofing system spanned the gymnasium, the skin of the building employed decorative vigas, buttressing, large banks of grouped windows, and stepped parapets denoting the building's varied planes as the roof rose top the large auditorium at the building's core.

Located adjacent to the Catron School, the new facility offered a sharp contrast, reminding citizens of how the efforts of Santa Fe's leadership to redefine the "city different" were manifested in the community's public school architecture. With its opening Seth Hall became one of the largest indoor spaces in Santa Fe and the site of a great variety of community as well as high school activities. Events associated with the Santa Fe Fiesta, such as the Conquistador's Ball, community theater productions, adult sports programs, state political conventions, several annual meetings of the New Mexico Educators' Association, and during the 1930s, New Deal relief programs, all found a venue in Seth Hall. Having adequate classroom space in its various schools remained the primary focus of the school board. Seth Hall, however, became the school system's primary building for reaching out to the entire Santa Fe community.

The last two construction projects undertaken by the school board prior to the advent of the New Deal-related projects were Harrington Jr. High School and Alvord School, both opened in the spring of 1932, and both named after school board members. The Alvord School, now the oldest public school in the city, was planned as a replacement for the Second Ward School on the city's west side. Although the area around the city's railroad had not grown as rapidly as promoters had hoped, by the late 1920s the westside population had grown to the degree that the two-room school was inadequate. In the spring of 1931, the board acquired a 3.7-acre parcel in the Hickox Addition on which to construct a new building. Similarly, the school board sought to alleviate overcrowding in its elementary schools by shifting from an 8-4 to a 6-3-3 plan and adding a junior high

school, a shift in age grouping that was only then beginning to appear in New Mexico. Late in 1930, it purchased an additional parcel of land in the Capitol Addition south of and adjacent to the Gormley School to be the site for its new junior high school

In order to finance these projects the board was authorized to issue $125,000 in bonds. With the overall student enrollment in the public school system passing 1,700 in 1931, public support for the school construction projects was strong, a support evidenced in frequent references in the board of education minutes to parents requesting that the board take steps to alleviate the overcrowding. So dire was overcrowding that in 1930 the board had begun investigating the possibility of using portable classrooms (Bd. of Ed. Minutes 3/3/1930).

After weighing three architectural bids submitted by Meem, Williamson and Gordon Street, the board selected Street for both the Alvord and Harrington projects. Street, who had been working with Meem's firm, began an independent practice in 1931. Like Meem, he made substantial contributions toward broadening the interpretation of regionalism during the 1930s, a process that culminated with his design of the New Mexico Supreme Court Building (1937), a harmoniously rendered example of the Territorial Revival style. Both the one-story Alvord School and the two-story Harrington Junior High School offer evidence of how Street, no doubt influenced by his years with Meem, sought to adapt Territorial style details to large institutional buildings, even public schools constructed with severe budgetary constraints. The smaller, more modest project, the $12,000 Alvord School, had a U-plan with a symmetrical façade in which two of the building's six classrooms flanked the slightly recessed central portion of the building. The brick coping comprising the cornice, two stepped entries with double doors and transoms, and brick sills beneath multiple windows comprised the few ornamental details Street gave the building.

The detailing at the $67,000 Harrington Junior High School was slightly more ornate. Greater stepping associated with its one and two-story sections produced a more complex parapet with a brick coping. Most notable was its recessed main entry located in a porch, or *portale*, topped by a balcony and double doors with transoms. Public works projects in the decades to follow would result in more ornate examples of the Territorial Revival style. In 1931, however, these two school buildings, as well as the Manderfield School, were among the first public buildings in Santa Fe to include Territorial Revival Style elements that would expand the breadth of the regionally inspired public architecture that soon came to define the city's built environment.

Despite these construction projects undertaken in the early years of the Great Depression, like school systems throughout the nation, the Santa Fe public school system suffered as the state's economy fell into a downward spiral. Although bond issues underwrote capital improvement projects, much of the revenue for the day-to-day operations of New Mexico's public schools derived from property taxes. As property values in New Mexico dropped well before the stock market crash of 1929, so did revenues, and by 1932 the board was forced to lower teachers' salaries, as were many other school boards throughout the state. The financial emergency prompted the board to cease its practice of contributing approximately $3,000 annually to the city's public

library system. It also reduced the annual sick day leave for teachers from 10 days to five and ended its requirement that teachers attend summer school except for those still requiring certification. So strained were the school system's finances that after 37 years, the board discontinued its kindergarten program.

During these difficult years, the school system's superintendent was Isabel Lancaster Eckles who was hired in 1929 when she was serving as the head of the state's Board of Education. In 1935 Eckles wrote an article for the New Mexico School Review, surveying the Santa Fe public school system. Some of the details she included offer a glimpse of how it had evolved over its first 35 years (Eckles Oct. 1935:36). First, she noted the many schools within the city, listing nine private schools in addition to the public school system. The availability of these schools outside of the public system explained to readers the disparity between the total number of students counted in the annual school census and the significantly lower number enrolled in the public schools. It also reiterated the historic role that both the Catholic Church and Protestant denominations had played in education in Santa Fe. Comparing the student enrollment of 1,109 in the public school system when she became superintendent in 1927, she noted that the number had risen to 2,225, more than doubling in less than a decade and contributing to the need for more schools.

Turning to the system's faculty, Eckles noted of its 67 teachers, all of those teaching in the junior and senior high schools held A.B. or B.S. degrees or better, as did most of the elementary school teachers. Discussing the junior high school, she noted that its curriculum "followed the practice of the outstanding Junior Highs of the United States" and that the high school's science lab was "one of the best equipped in the country." Turning her attention to amenities outside of the classrooms, Eckles described the role that Seth Hall, with its capacity of 1,700, played in the life of the community. She also noted that Magers Field, the new 10-acre athletic complex the school system had opened in 1933, was "one of the best athletic fields in the state."

Of interest in Eckles' analysis of Sena High School's demographic composition was her observation that the number of "Spanish speaking" students had risen over the past eight years from approximately a fifth to a third of the student body. Similarly greater numbers of Indian students were also enrolled. These increases indicate, in part, the number of children remaining in school during a period of job scarcity as well as a shift of students away from non-public schools as those institutions as well as parents had less money. Additionally, greater numbers of Hispano and Indian students came from nearby rural districts. Some of these districts were unable to pay their teachers and, in some instances, closed with many rural school districts closing throughout the state in the late 1930s. Some, located near larger municipal school systems, such as the largely Hispanic Aqua Fria District southwest of Santa Fe, closed earlier and simply diverted their district monies to the larger system.

New Deal and Post-War Expansion

Relief for Santa Fe's hard-pressed school system arrived, as it did elsewhere, in the form of federal aid projects offered under various programs undertaken as a part of President Franklin D. Roosevelt's New Deal. When Roosevelt took office in March 1933, New Mexico had few state-level departments through which it was able to receive and administer the funds released through early relief programs. The state nevertheless was able to carry out some programs under the Civil Works Administration (CWA) during 1933 and early 1934. As the Roosevelt Administration began to develop more long-range programs, especially the Public Works Administration (PWA) and the Federal Emergency Relief Administration (FERA) with its Works Progress Administration (WPA), New Mexico took the steps necessary to avail itself to federal aid (Kammer 1994).

Most important was the creation of local governmental agencies, or authorities, that could apply for and receive loans and/or grants to carry out projects. In the case of PWA projects, which were generally more costly and viewed as long-term capital improvements, these local bodies were required to have the power to issue bonds, a power the Santa Fe Board of Education already held. By doing so they were able to raise the collateral necessary to meet the formula used in funding most PWA grants in which the federal government provided a grant for 45 percent of the project and loans for the balance. Often, the local authority secured this loan by issuing bonds, many of which anticipated income to repay the federal loan. In Santa Fe, attorney J.O. Seth, a school board member until 1935, prepared the legislation enabling authorities within the state to issue bonds. In the case of WPA projects whose goal was to provide work relief, local bodies were required to submit project proposals through the state FERA office. Generally, the local authority was required to supply the construction materials while the WPA provided the funding to pay the projects' workers who had been selected from local work relief rolls.

With the election of Clyde Tingley as a New Deal governor in November 1934, the state government embarked on an aggressive plan to encourage local school districts to submit applications for WPA school projects. Tingley's official correspondence contains numerous letters to county and municipal school superintendents encouraging them to submit proposals and offering help in designing schools available through the state WPA office and its staff architect, Willard C. Kruger. So committed was Tingley to transforming New Mexico's education system, particularly in rural areas, that he maintained a scrapbook showing photographs of "before" and "after" schoolhouses (NMSR Oct. 1936:41). Within this environment school districts throughout the state carried out over 350 school construction projects. So extensive was this spending that the 26 percent (of its total WPA funding) that New Mexico spent on public school buildings is the highest among all states (Kammer 1994:53).

Because of local leaders such as Seth committed to the city's public school, the Santa Fe Board of Education responded swiftly to the availability of federal aid for school construction. In May 1934 it authorized the board secretary to enter into agreements to secure FERA funding, and by the summer of 1935 had prepared a

list of projects it hoped to accomplish. It received approval for its first WPA project in October 1935 for a second grade school to be constructed on the southside's Gormley campus and selected Gordon Street as the architect. Suggestive of the Alvord School with its U-plan, the one-story Wood School, named to honor the system's former superintendent, also employed a modest range of Territorial Revival details. Funding soon followed for a two-room addition to the Alvord School.

More ambitious was the construction of a northside junior high school undertaken as a PWA project in 1936. Built at a cost of $154,500, of which the board's share was $71,500, the school was located on land just west of Grant Avenue, which marked the western boundary of the Fort Marcy Addition. Following approval of a bond issue in 1936, the board purchased the property, site of the former Allison-James School, from the Presbyterian Church and contracted with Gordon Street to prepare the plans. Although the board's minutes offer no evidence of such a consideration, the similarities evident between Harrington Junior High School and the new junior high school, particularly the facades, are striking. Named Leah Harvey Junior High School after an early teacher and, later, businesswoman who handled the board's property insurance and had a son who was serving as a board member, the new school opened in January 1939.

A second round of WPA-funded construction occurred in 1940. The 1930s had pushed Santa Fe forward, especially with regard to the rapid expansion of the scope of state and federal government as new agencies and the public buildings to house them appeared. Many of the city's public schools, first appearing in the late 1920s as harbingers of the regionally-inspired architecture, now stood alongside state and federal buildings that also embraced these styles, only more ornately. Also reflecting the expanded role of government was the city's expanding population that had tripled from 1920 to 1940 and whose school population had grown even faster. Enrollments that had stood at 1,268 in 1931 reached 3,058 in 1940. In part the result of the absorption of nearby rural districts such as Aqua Fria and the shift of Indian students from the Bureau of Indian Affairs school; the swelling numbers also reflected the newcomers drawn to the capital city as the role of government expanded.

Following approval of another bond issue in 1938, the board purchased land in Aqua Fria as well as the Luchetti Triangle located west of Harvey Junior High School. The land acquisition committee also examined several properties south of the Santa Fe River in the vicinity of Acequia Madre Street, anticipating the need for another southside grade school between Manderfield and the Wood-Gormley campus. In July 1940 the board purchased a 3.13-acre parcel along Acequia Madre Street, but with the coming of World War II, plans to construct a school were delayed for over a decade.

After inviting Meem, Street, and Kruger, who had left the WPA and was now working with Kenneth Clark, to submit bids for the Aqua Fria project, in September 1939 the board selected Kruger and Clark to design a six-room school. Ten months later, it selected the same architects for the Luchetti Triangle project as well as a soon abandoned project along Acequia Madre. Both of the projects that were finally completed

addressed particularly pressing needs. The former represented the need of the Aqua Fria community to have a modern school, while the latter represented the recognition that the Catron School was no longer adequate. Its inadequate fireproofing, inward swinging doors, poor lighting, and faulty heating system presented a case study of the shortcomings in outmoded schools that New Deal school construction projects sought to eliminate.

Given the differing circumstances presented in the two projects, Kruger and Clark prepared substantially different plans. The Aqua Fria school, named Larragoite School in 1940 to honor school board member, Amando Larragoite, is reminiscent of the standard plans that Kruger had prepared and used throughout rural New Mexico as the state's WPA architect. Employing a one-story linear plan with flanking side entrances, the building had a slightly recessed entry with classrooms flanking a central hall. Details were minimal with exposed corbels extending over the recesses at all of the entries and a modest brick coping with an ornamental dentil course comprising the cornice.

In contrast, the plans for the Luchetti Triangle School, named Carlos Gilbert School after another board member in 1942, were more complex. In part determined by the irregular shape of the site on which it was constructed, the school's façade lined Griffin Street with no setback, suggestive of an urban setting. Containing both one and two-story sections, the building faced east with a high entry set in a recessed *portale* with Territorial details. (An addition in 1948 designed by John Gaw Meem included placing six additional classrooms above the one-story section.) The plans also included a gymnasium/auditorium at the building's southwestern corner. Reflecting the current thinking about orienting schools so that gymnasium/auditorium facilities might be accessible to the general public, Kruger included a second principal entry at the south side of the gym. Attempting to compensate for the irregular angle at the lot's south side, he also included a small playground set off by a low wall that served the two added kindergarten rooms (restored to the system in the 1940s) with a separate entrance. This separation of the kindergarten from the rest of the school reflected an increasingly widespread design practice that Meem would incorporated into subsequent school designs in the Santa Fe system (Legeman Sept. 1936:38).

The legacy of these New Deal school construction projects, as well as other programs involving the public school system, is difficult to overestimate. When the school board first applied for FERA funding, some of the classrooms had more than 50 students. Playgrounds possessed little equipment until National Youth Administration (NYA) projects provided equipment and supervisors. Home economics and manual training programs were limited to the basement of the Catron School until a WPA project provided for the opening of the Bataan Vocational Shop Building in 1942. Children whose families lacked adequate food found hot meal programs at the schools. Members of the Civilian Conservation Corps (CCC) working on projects in and around Santa Fe participated in evening recreational programs in public school gymnasiums. Finally, the availability of federal funding for school construction projects added considerable impetus to the ongoing process of redefining Santa Fe through the embrace of architectural regionalism.

With the advent of World War II, plans for further construction were held in abeyance as building materials were directed toward the war effort. The war's impact on the school system was significant. With two New Mexican coastal artillery units involved in the defense of the Philippines and then the Bataan Death March, New Mexico had paid a high price at the outset of the war. To recognize this sacrifice, the school board departed from the practice of naming a new facility after a board member and, instead, designated the manual arts building to commemorate veterans of Bataan. The war also brought to Santa Fe a small Japanese internment camp and the Bruns Military Hospital. Like other public organizations, the board invested money, including the balance of its building fund, in war bonds (Bd. of Ed. 7/20/43). Perhaps a harbinger of later effects that the Los Alamos National Laboratory would have on Santa Fe's school system, the board also agreed in 1943 to lend the Los Alamos Engineer's Office surplus furniture.

By 1944, however, the school board began to contemplate its needs in a post-war era. At the behest of the State Planning Board, the board began to consider additions to Manderfield, Alvord and Carlos Gilbert Schools, all of which were undertaken and completed by Meem by 1948. Further incentive to undertake planning came from the Santa Fe Chamber of Commerce, which in April 1945, sent a letter to the board "urging immediate action in the matter of expansion of our school facilities." The letter followed a meeting the chamber had sponsored at La Fonda Hotel soliciting the opinions of community leaders as to how the board should proceed. Strong support emerged for having the board assess its buildings as to their condition, replacement costs and future needs. The chamber also sought to mobilize public support for the school system and future bond issues, preparing a small informational brochure explaining the unusual circumstances the schools faced.

Using a series of questions and answers, the brochure listed the needs the school system faced including a new high school and "building sites where it is obvious that Santa Fe is going to grow" (Meem Collection, Job Files 1945). It then examined the school system's unusual rate of growth, pointing out that while a 2 to 3 percent annual rate of growth was normal, the rate in the five years preceding the war and the projected rate in the postwar years was approximately ten percent. This unusual growth pattern was attributed to several causes. Among them were the wartime factors including the Bruns Hospital and the defense industry, returning service personnel with their young families, and the anticipated permanence of the Los Alamos project. The brochure also cited the plans of the chamber to promote more tourism for Santa Fe and the need to provide vocational training so that the city's youth would choose to remain in Santa Fe. While the events of the next decade would validate most of this reasoning, the impact of the long-range development of the Los Alamos National Laboratory proved especially significant. Unable to find housing near the laboratory, many families turned to Santa Fe, setting off a suburban housing boom by the late 1940s.

The brochure concluded by briefly explaining the tax laws of the city and the board's bonded indebtedness. Noting that the current laws permitted a bond debt with a ceiling equal to six percent of the district's total property valuation, it demonstrated how the current bond debt was well below its ceiling. It then argued that the approval of further bond issues would permit the city to meet its school construction needs.

Public discussion, such as the chamber's efforts increased pressure on the board to engage in long-range planning produced several results. The immediate consequence was that the board and Superintended Pat Sweeney, who had replaced I.L. Eckles in 1937, made arrangements for Meem and his then associate Hugo Zehner to tour all of the school system's facilities in late 1945. The report that Meem then prepared offers a comprehensive view of the status of each building, including its physical shortcoming, overall plans, future requirements, and replacement value (Meem Collection, Job Files, 1945). The assessments regarding safety, ventilation, lighting, sanitation, and the overall adequacy of each facility reveal the great extent to which Meem and Zehner were aware of the current norms for public school buildings and the associated need for long-range planning to insure that each facility was thoroughly modernized. Following the survey and preparation of the report, Meem and Zehner appeared before the board and discussed their findings. Turning to the matter of planning, they urged that it consider appointing an "outside planning board" to develop the system's priorities and determine its budget, suggesting that the board coordinate its plans with the city's master plan.

While the minutes of the board are typically muted regarding controversial issues, Meem's notes and correspondence suggest that differences existed regarding the need for and degree of long-term planning. Some debate concerned the selection of a site for a new high school, which Meem had told the board would cost $1,000,000. A few leaders advocated continuing to use portions of the former reservation, retaining a nucleus of public schools in the downtown, while others favored selecting a suburban site, such as an area near the new governor's mansion. The minutes also suggest that, unlike the individual construction projects carried out prior to World War II in which each project was bid to a separate architect or firm, the likelihood that the board would select a single architect to carry it through several projects was far greater. Within this context, in April 1946, the board voted not to renew Superintendent Sweeney's contract, noting that the "schools at present are not progressing as they should." While other factors may have influenced its decision, it is evident that the growth the city and public school system were facing in the post-war years brought much stress to the board's decision-making process as well.

To replace Sweeney, the board selected T. C. Bird, a longtime school administrator in southeastern New Mexico where some school systems, such as Carlsbad's, were cited for their long-term planning. Under Bird the school system began to undertake long-range planning, meeting with the city planning board to identify possible sites for new school construction. In November 1946 the board contracted with Meem and Zehner to prepare plans for additions at several schools. While those projects were underway, however, the board was forced to partition the gymnasium at Carlos Gilbert School to create additional classroom space and to use plywood taken from the former Japanese internment camp to construct temporary classrooms at Larragoite School.

A year after he had assumed his job, Bird announced that the system's enrollment had climbed to 4,206 students for the 1948 school year. He also prepared a brochure entitled "Facts and Figures" in which he addressed the public as taxpayers and sought to demonstrate how responsibly the school system was using their

money (White 1949:np). Describing each of the system's employees including administrators, staff and custodial workers as "educators," Bird included passages imparting his philosophy of education's goal of seeking "to develop the entire child." He also emphasized the need to continue adding modern facilities, a message that the public accepted as it passed a series of bond issues in the late 1940s and early 1950s.

The taxpayers that Bird was addressing were quite different than those of 25 years earlier when the Santa Fe school system had launched its building campaign of the mid-1920s. Although many families who could afford to do so continued to send their children to private or parochial schools, thereby alleviating the public schools of an even greater enrollment burden, many families were newcomers to the city. The core community of the 1920s was now being ringed by suburban growth marked by large subdivisions, especially to the south of the downtown. While developers faithfully employed modest versions of regional styles for most of their residential construction, the subdivisions with their interior circulation patterns and nearby strip shopping facilities were not unlike other new suburbs appearing in the Southwest. It was this growth that many of the postwar school construction projects sought to address.

Beginning with the Kaune School (1949) located in the Linda Vista Addition, the Salazar School (1952) located in the Casa Alegre Addition, the Gonzales School (1953) located along the Alameda near several additions on the westside, and culminating with the Acequia Madre (1953), the board constructed four elementary schools in a five-year period. With the exception of the Acequia Madre School named after the street and historic irrigation ditch along which it was located, all of the other schools bore the name of school board members including Alfred Kaune, Albert Gonzales and Delfina Salazar. Already owning the tract on which Acequia Madre School was constructed, the board purchased parcels in the two subdivisions and then received through transfer for the State Penitentiary a ten-acre parcel that had been part of the site of the Japanese internment camp for the Gonzales School.

All of these schools conformed to the same basic plan developed by Meem and presented to the board with the understanding that because the plans were similar and could be used more than once he would accept a lower commission for his work. Typical of cost savings measures begun in the 1930s, each school's initial plan included a single wing of six or eight classrooms attached to a core area that included a gymnasium/auditorium, the main entry and necessary offices. Such a design readily permitted the addition of a second wing to double the number of classrooms when enrollments and the school system's budget warranted further construction. Only the Salazar School included symmetrical wings in its initial construction. Similar to his earlier designs for Manderfield School and its two additions and his additions at Carlos Gilbert and Larragoite Schools, Meem provided the buildings with a modest array of Territorial Revival details most apparent at the entries. Of particular note, however, and consistent with nationwide effort to create a special space for kindergartens, Meem added classically-rendered window bays at the front end of each wing, defining an interior space that generally was used as each school's kindergarten. To conform to the site requirements of the former internment

campsite, Meem developed plans in which the additional wing, instead of continuing the single axis of the original wing, was perpendicular to it.

While the passage of several bond issues permitted the school board to move ahead with these multiple projects, the school board also benefited from federal government programs much as it had done during the PWA and WPA projects of the New Deal-era. Although many of the New Deal programs had ended with the onset of World War II, much of the WPA had been subsumed under the Federal Works Agency and its organization overseeing non-federal projects, the Bureau of Community Facilities. During the war, Congress passed the Lanham Act, which directed federal monies to aid local communities, whose populations increased substantially as a result of war-related efforts. These funds helped to fund public school construction among other infrastructure projects. Following the war and the end of the Lanham Act, by the late 1940s, and the onset of the Cold War, the federal government once again found itself coming to the aid of communities impacted by Cold War activities. In 1950 Congress approved legislation by which communities "in school districts that are caring for children in Military impacted areas" could apply for federal aid for new school construction (Bd. of Ed. Minutes 10/17/50). Using a formula based upon the enrollment statistics of children from families serving at targeted facilities, the Community Facilities Service was authorized to appropriate a corresponding level of funding to the host board of education.

Because of nearby Los Alamos and the housing shortages closer to the national laboratory, the Santa Fe school system received numerous transfer students, qualifying for several hundred thousand dollars in federal aid. The windfall, in part, restrained the board from selling the Manderfield School to the Catholic Church, which envisioned locating a parochial school on the property adjacent to its Cristo Rey Church. It also permitted the board to finance much of the construction costs for the Gonzales, Salazar and Acequia Madre Schools and additions to the high school. Forms included in the Job Files of John Gaw Meem indicate the review process that the Community Facilities Service undertook for each school application. Of particular note was the agency's emphasis on cost efficiency, which helps to explain Meem and the board's willingness to use Meem's plans more than once as well as the board's constant efforts to reduce material costs, sometimes by substituting less expensive materials for those originally designated.

By 1953, all of the grade schools planned to alleviate the post-war overcrowding were complete. Some had even received their first additions, some of which were sensitively undertaken. Over the following years, subsequent additions would significantly alter the appearance of some of these post-war school. By 1954, the board had begun its search for a new high school site. In 1999, voters approved a $3.5 million bond issue to renovate and replace some of the school system's older buildings. In the wake of this approval, some community members felt that efforts to maintain the historic integrity of some of the older schools should accompany any renovations. They argue that these buildings represent the public school system's efforts to participate in the redefinition of Santa Fe through its embrace of architectural regionalism and its efforts to

engage many of the architects who contributed to this redefinition. Recognizing and preserving these schools is regarded as a first step toward preserving that legacy.

F. Associated Property Types

Property type: Elementary School

Description

During its first six decades, the Santa Fe public school system housed its elementary level classrooms in a variety of spaces. At first these spaces encompassed rented rooms, abandoned military barracks, and small, generally two-room ward schools marking the first efforts of the board to construct its own facilities. As the needs of the school system expanded, especially by the mid-1920s, the Santa Fe Board of Education undertook a series of elementary school construction projects, many of which received federal aid, first from New Deal programs and later from the Federal Works Agency and the Bureau of Community Facilities. By the early 1950s, this effort had resulted in the construction of nine new schools. Unlike the system's earlier schools whose locations were within the Fort Marcy Addition or historic neighborhoods of the community, the locations of these schools reflected the expansion patterns of the city. Appearing in more dispersed neighborhoods and, eventually, in post-World War II suburban subdivisions, these schools presented physical characteristics regarding size, scale, and plan associated with efforts to modernize elementary schools across the nation. Because of the contemporaneous efforts to redefine Santa Fe through an emphasis on regional architectural styles, however, all of these elementary schools also embodied characteristics reflective of their designers' efforts to evoke regionalism through the inclusion of a modest range of details apparent in the buildings' facades.

As discussed in the historic context, the decade following World War I was marked by a great emphasis on modernizing schools. The national periodical, The Nation's Schools, first appeared in 1924, offering administrators the latest research in educational administration, school system management, and plant operation. In 1930 it began including a monthly feature entitled "schoolhouse planning" based upon current educational research whose goal was "the development of a practical technique" for the construction of safer, more efficient school plants (Moehlman July 1930:51). Through the inclusion of numerous articles, including plans, on specific projects, the periodical contributed to the establishment of a norm for school construction that embraced acceptable approaches to safety, lighting, sanitation, heating, playground design, administrative control and circulation as well as optimizing classroom instruction. This normative approach to modernizing school construction accounts for elementary school plans with physical characteristics similar to those that architects throughout the nation soon embraced as standard.

Beginning with John Gaw Meem's design for the Manderfield School in 1928, all of the elementary schools constructed over the next 25 years in Santa Fe reflected the norm toward modernization. Common to all was the use of a rectilinear plan with a central interior corridor onto which all classrooms faced. Plans included one or more classroom wings, where, in the case of a single wing, a second wing was often anticipated at the

time of original construction and then added at a later date as funding and classroom needs indicated. In some cases the main entry with nearby administrative offices was located in the center of the original plan with flanking classroom wings and, often, a gymnasium/auditorium located to the rear of the entry, forming a T-plan. In instances in which a single wing comprised the initial phase of construction, the main entry was located at one end of the building, in some cases with the gymnasium/auditorium to its rear. Only in the case of Carlos Gilbert Elementary School, where the location and shape of the parcel of land dictated, was a second story included. Typical of the emphasis on safety, all of the schools had entries with outward opening doors at the end of each wing as well as at the gymnasium/auditorium. Also reflective of the trend toward partially segregating kindergarten spaces from the older elementary school population, several plans included separate entries for designated kindergarten classrooms.

The location and siting of these elementary schools also reflected the current norms for locating municipal elementary schools. By the 1930s, planners advocated assessing neighborhood needs, even using aerial photographs, to identify potential school sites. Each of Santa Fe's elementary schools constructed between 1928 and 1953 reflects the board's efforts to identify and meet neighborhood needs. Located on parcels of land in excess of three acres, each also reflects the norm that sufficient playground space surround elementary schools. As discussed in the historic context, the selection of these sites represented the board's efforts to define and meet the needs of emerging residential sectors within the growing city.

Similarly, the choice of construction materials during this period reflects how the national norms for elementary school construction were also promoting a standardization of materials. Earlier schoolhouses in Santa Fe had consisted of adobe bricks, wood frame construction, and stone masonry in some of the old Fort Marcy Reservation buildings, and, for Catron School, fired tiles fabricated at the New Mexico State Penitentiary. The roofs on these buildings were often pitched with wood trusses. When John Gaw Meem submitted plans for the Manderfield School in 1926, his plans necessarily incorporated newer, safer materials mandated by the New Mexico State Board of Education in 1923, requiring new schools to include fire-resistant materials for corridors, stairways, doors, windows, and roofs. Thus, the plans included both interior and exterior hollow tile blocks, concrete floors, with the exception of maple classroom floors, steel window sashes, plaster instead of wood window and door reveals, and a built-up fireproof roofing. In subsequent schools, the wall material generally shifted to hollow concrete blocks. Fire safety considerations also prompted the use of thick concrete slab construction to segregate the boiler and/or furnace room from the rest of the building.

Notable in the appearance of each of Santa Fe's elementary schools constructed between 1928 and 1953 is its embrace of details drawn from the Spanish-Pueblo and Territorial Revival Styles associated with Santa Fe's architecture and public architecture in New Mexico in general. While most of the physical characteristics of these schools convey the system's efforts to construct a series of economic, modern facilities, they also bespeak Street, Kruger, and Meem's support of Santa Fe's efforts to redefine itself through its built environment. While the flat roofs found on all of these schools had become the norm for their fire retardant

characteristics, the accompanying parapets with their ornamental brick coping convey the territorial revivalism found in many state buildings. So, too, does the symmetry characterizing most of the schools' facades, a balance sometimes achieved only with the addition of a second wing inversely mirroring the original wing. Likewise, many of the entries, often recessed in slight *portales* sometimes supported by molded posts, and topped by transoms, and in some instances lintels also evoke this regionalism. Particularly notable are the efforts of Meem to achieve a symmetrical composition through the use of balanced wings that were punctuated at their ends by protruding bays topped by slight cornice moldings.

Significance

The elementary public school buildings constructed in Santa Fe from 1928 through 1953 represent the efforts of the Santa Fe Board of Education to provide for the systematic instruction of public school children in Santa Fe during a period of sustained school population growth. During this period, the city's neighborhoods began to extend beyond the traditional confines of the city, necessitating the construction of larger, modern schoolhouses not only in the core area but also in more dispersed areas including post-war suburban subdivisions. During much of this quarter century of elementary school construction, the board of education was able to take advantage of federal aid, using a series of WPA projects and, later, Federal Works Agency and Bureau of Community Facilities-funded projects, to undertake many of these projects. At first designed to provide work relief during the Great Depression and, later, to support communities severely impacted by the Cold War buildup, these federal programs enabled the board of education to alleviate overcrowding and provide an elementary school system that met the needs of a rapidly growing school population. The elementary schools constructed during this period of rapid growth are significant under Criterion A as examples of the efforts of the community to expand and modernize its elementary school facilities.

These same schools are also significant under Criterion C as examples of the efforts of architects working within Santa Fe to articulate an architectural regional style. As discussed in the historic context, the leaders of Santa Fe made a conscious decision in 1912 to promote the city as different than other American municipalities. To do so, they turned to Santa Fe's past, seeking to fashion a "city beautiful" based on an architecture that evoked the city's historic settlement and past building traditions. While the greatest effort to redefine the city awaited the stimulation of federal funding during the New Deal, architects designing the city's public schools led the way in the 1920s, establishing precedents predating the New Deal public works projects. Although modest when compared to many larger state-owned building, these public schools, continuing into the 1950s, contribute to the regional feeling that is a defining characteristic of Santa Fe. While John Gaw Meem, Gordon Street and Willard C. Kruger all undertook larger, more ornate regionally inspired projects within Santa Fe, the schools they designed represent a smaller scale effort to disperse examples of this regionalism in all parts of the community.

Registration Requirements

To be eligible for nomination under Criteria A and C, properties must retain the character-defining elements as to their location, setting, design, materials and association. Specifically, they must be located on sites selected by the Santa Fe Board of Education to meet the city's need for additional elementary schools during the years 1927-1953. Their architectural details including exterior materials and the original footprint of the building must generally be consistent with the building's appearance during its period of significance. While the plans for several of these elementary schools anticipated the addition of subsequent wings or a gymnasium/auditorium and many of those were added prior to 1953, any subsequent additions must not diminish the integrity of the building, particularly with regard to its façade. Additions to the rear of a building that do not appreciably alter its façade will not render the building ineligible. Similarly, additional buildings constructed on the property that do not obstruct a full view of the original school building's facade and portable classrooms are not regarded as diminishing the integrity of the original building.

G. Geographical Data

The properties included in this nomination are located in the city of Santa Fe, County of Santa Fe, New Mexico.

H. Summary of Identification and Methods

In May 2000 the New Mexico Historic Preservation Division (HPD) contracted with consulting historian David Kammer to undertake a survey of several of the oldest public elementary schools in Santa Fe. This initiative represented a response on the part of HPD to work with the citizens of Santa Fe and the Historic Santa Fe Foundation to recognize and preserve some of the city's older elementary schools designed by some of the state's leading architects between 1927 and 1953. Citizen interest in these schools arose as a result of the approval of a bond issue in 1998 in which funds were designated to replace one of the older schools and renovate several others. Some citizens and community leaders hoped that completing an inventory of these properties would enable school and city planners to work together to identify and preserve some of the schools exhibiting a high degree of historic integrity.

Working with HPD staff, school principals, and members of school PTAs, Kammer visited seven schools and completed Historic Building Inventory forms, then adding an eighth school building that the Santa Fe Board of Education owns but currently leases for use as a Head Start program. By viewing these schools comparatively, as well as reviewing original plans for most of the buildings, the team was able to determine requirements for integrity as to location, setting, design, materials and association. Of particular concern was the fact that all of the buildings have received additions, some, as discussed in the historic context, specified at the time that the original plans were drawn. Other additions, however, completed well after the period of significance and rendered with a lower degree of sympathy for the original building, greatly diminished the integrity of some buildings. This is especially the case when they appear at the front of the building often obstructing or subsuming key elements, such as a main entry, of the original elevation. By looking at the schools as a group, the team was able to weigh the effect of these additions and other changes comparatively and to establish a hierarchy reflective of each school's relative degree of integrity.

Kammer also conducted archival research, reviewing the minutes of the Santa Fe Board of Education and various educational journals including that of the New Mexico Educators' Association. Of particular interest and help were a manuscript prepared by a former teacher in 1949, tracing the history of public education in Santa Fe from 1891 to 1949, and the job files of John Gaw Meem. Coupled with previous work Kammer had completed regarding the effects of the New Deal in New Mexico, many notes and brochures included in Meem's files lent emphasis to the role that federal government played in stimulating public works projects, including schools, in New Mexico. Generally unrecognized is the ongoing support that public education received in Santa Fe as a result of the housing shortages at nearby Los Alamos and the impact employees of the national laboratory and their families had on the public schools of Santa Fe. Also striking were the efforts of the various architects working with the Santa Fe Board of Education to design the city's public school buildings embracing the same regional design elements, though on a more modest level, found in the city and state's grander public buildings.

These findings contributed to determining an historic context treating the history of public education in Santa Fe and the elementary schools that reflect the school system's growth during the second quarter of the 20th century. HPD, city planners, and preservationists, including the Historic Santa Fe Foundation, hope that this multiple property submission will serve to recognize and preserve a public building type that has contributed to the definition of Santa Fe's built environment as well as recognize the architects who designed these schools. They also hope that in its discussion of Santa Fe's suburban growth and the corresponding expansion of its public school system, the submission will broaden the historic context in which the City Different is popularly viewed.

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